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ABSTRACT

The author offers a model for classifying curriculum materials in the social studies. The model is based on the idea that social studies offered as part of the socialization process are either directed to the passive citizen who votes, serves on juries, etc., or to the participant citizen who actively gives some direction to the growth of our society. Both types of citizens are seen to be then confronted with: 1) comprehending: knowing the heritage of our culture; 2) ccping: working with the demands of our political, social, and eccnomic institutions; and, 3) connecting: seeing the emotionally satisfying roles that can be assumed in our increasingly pluralistic scciety. The author then gives examples of how the various new social studies project materials can be submitted to his model criteria in order to clarify the uses of the curriculum adopted. A biblicgraphy is included. (CWB)

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AVOIDING SELF-CONTRADICTION IN THE ADOPTION OF SOCIAL STUDIES MATERIALS

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AVOIDING SELF-CONTRADICTION IN THE ADOPTION OF SOCIAL STUDIES MATERIALS

	connecting	coping	comprehending
Subject-citizen			
Participant-citizen			

It is the author's contention that the pictured grid is an adequate model for classifying all the materials produced for instructional purposes in social studies. With the aid of the model, social studies curriculum consumers can identify the major thrust or emphasis of proferred products. Curriculum committees and heads of social studies departments may benefit from such knowledge by "rationalizing" their course sequences, i.e., emphasizing one or two cells in the model, to attain coherence and articulation between discreet courses,

"matching" teachers' academic backgrounds and material requirements, and diversifying programs burdened by overlapping courses.

This paper will be comprised of two parts: (1) an explanation of the categories on the two axes of the grid, and (2) application of

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the model to selected new social studies materials. The purpose of this sampling of the new social studies is not to present an exhaustive investigation of new curricula, but rather to demonstrate the use of the classification system.

Subject-Citizen (caring) versus Participant-Citizen (choosing)

The social studies is the subject-field which has been mandated by state governments with the responsibility for fostering citizenship in the school age population. State laws regarding the social studies are of three varieties: (1) those excluding certain subject-matter from the curriculum, (2) those imposing restrictions on teachers, and (3) those requiring certain subjects to be taught.[1] The intent of these laws can probably be summarized through adaptation of the citizen types formulated by Gabriel Almond and Sidney Verba.

In the Civic Culture Almond and Verba distinguish the subject political culture from the participant political culture. The person who is socialized as a subject,

> ...is aware of specialized governmental authority; he is affectively oriented to it, perhaps taking pride in it, perhaps disliking it; and he evaluates it as either legitimate or as not...it is essentially a passive relationship.[2]

The subject-citizen is loyal to an abstraction, a nation, instead of a person, and he is an implementer of policy. He pays taxes, reports to the induction center when he is drafted, serves on a jury when he is called, and votes. In order for any nation to survive, a sizable portion of its population must possess subject-citizen skills.

The person who is socialized as a participant is,

> ...explicitly oriented to the system as a whole and to both the political and administrative structures and processes: in other words to both the input and output aspects of the political system. 3

The participant-citizen attempts to be an initiator as well as an implementer of policy. He is aware of lobbying techniques and uses pressure groups to help achieve his ends. He is more politically sophisticated than the subject-citizen and may seek to influence the nomination, the funding, and the obligations of candidates. He provides explicit feedback to office holders regarding his reactions to their decisions. He regards law as malleable rather than immutable or inevitable. The participant-citizen is vital for political systems which espouse sharing of power and protection of individual rights.

More than half of the states in the United States require study of the United States and the state constitutions; almost all of the laws calling for such lessons were enacted in the 1921-1930 decade - the period following the red scare. 4 The heavy immigration preceding World War I also spurred state legislators to an interest in allegiance - producing Americanization programs. The political socialization favored by state governments is subject-citizen training.

Social studies teachers are usually ambivalent about their citizenship training responsibilities. They are uncertain as to the

reconcilability of introduction to the eternal verities and sponsorship of critical thinking. This lack of task assurance is a reflection of the state of the public school ideology. #Progressivism in education was an important shaper of the major subject-fields, including social studies, and a lode star in focusing the ambitions and objectives of professional educators including teacher trainers.

School progressivism is the offshoot of the political progressivism which flourished in the larger society from about 1900 to 1918. Before the first world war political progressivism had been dedicated to the reform of institutions, but after the war the shadow of reform that remained became absorbed in experiments such as prohibition which were attempts to improve individuals. School progressivism, then, possesses offshoots of both traits.[5]

On the one hand social studies teachers are apt to feel that their primary responsibility in citizenship education is to prepare the child for the duties of the subject-citizen while attempting to inculcate laudable values and attitudes such as a desire to cooperate with other people and respect for differing points of view. They hope that general social improvement will result from the development of character in individuals. On the other hand social studies teachers praise institution reforming efforts such as the labor movement or the civil rights movement and have kind words for certain activists even if they, the teachers, are not themselves militant.

The tension between state demands for subject-citizenship training and professional concepts of the value of participant-citizen education, as well as the conflict within individual teachers regarding the emphasis to be placed on personal versus institutional improvement, is readily apparent in the injunctions surrounding international relations courses. A National Council for the Social Studies publication warned developers of such courses,

> It becomes important for the educator to think through the problem of teaching for intelligent loyalty to groups which cut across national boundaries, and a part of this teaching should consist of a thorough exploration of the question of conflicting loyalties as between nations and interest groups which cut across national boundaries.6

Those schoolmen who believe that the only lasting betterment will come from changes in the outlook of people put their case most succinctly when they argued,

> The emotional adjustment of pupils is the most important factor in the quality of citizenship of boys and girls. Poor citizenship results from an inability on the part of the child to adjust satisfactorily to the various forces playing on him. 7

Some teachers imagine themselves to be standing above the fray, teaching objective history or social science. Yet they accomplish their instruction with materials designed by publishers to be used in thousands of schools which have been examined and adopted by

state curriculum committees, boards of education, and community groups. Indeed, the objectivity of contemporary history and social science is more and more frequently challenged by scholars within these supposedly value-neutral disciplines. Every course offered by a social studies department is colored by some aspect of the field's imposed and assumed association with political socialization.

Comprehending

The least controversial role of the social studies is to provide students with some notion of the past or present status of people and things in the world in which they live. World history, world culture, United States history, civics, problems of democracy, sociology, economics, Afro-American history, area studies, geography, and current events courses all purvey some sort of information. The data imparted is not immediately applicable to utilitarian purposes - it will not help learners get jobs, repair their cars, or enhance their social life. It is theoretic in the sense that it is offered in the hope that it will allow recipients to better <u>comprehend</u> their heritage or their environment.

The sources of this knowledge are the humanities and social sciences although the knowledge itself may not be transmitted in a disciplinary context. The graduates of progressive influenced teacher colleges often speak of their field in the singular - the social studies is - and believe that a new discipline has been

created through distillation of the "teachable" elements from history and the social sciences. Other graduates are apt to refer to their field in the plural - the social studies are - and assume that it is simply the pre-collegiate version of history or the social sciences.

Coping

American public schools are multi purpose enterprises; they are not solely concerned with preparing students for college, and therefore each major curriculum area within them is expected to exhibit not only theoretic but also practical and productive elements. In the case of the social studies the utilitarian justification of the field results from its attention to equipping learners to cope with the social, political, and industrial demands of modern society. The political responsibilities of the social studies have already been mentioned but the other presentist aspects (which have political implications) have not.

Although new teachers equate relevance with emotionally satisfying curricula, for parents a relevant education is one which equips their offspring with the skills necessary to succeed in college or on the labor market. (Skill in this context refers to psycho-motor activities and higher cognitive processes.) Such job oriented abilities include note taking, knowledge of reference material, map reading, knowledge of union and management expectations, ability to function on an impersonal basis, punctuality,

insight into financial dealings, ability to read legal documents, competitive-mindedness, and mastery of performance-related facts.

Schoolmen have often emphasized another kind of coping behavior to be transmitted via the social studies classroom, competence in the most common roles of contemporary society. When social studies theorists speak of aiding learners in achieving worthy home membership or in acting as responsible consumers they are adding a practical dimension to the already cited theoretic and productive dimensions of social studies instruction. Recent additions to the coping behaviors included in the repertoire of some social studies departments include drug abuse education and sex education. The fact that these topics are regarded by some school managers as appropriate for the social studies sequence is another indication that the field is regarded by schoolmen as having jurisdiction over school activities involving problems arising from group living.

Connecting

Although the trend in the 1960's was to expand the academic aspects of schooling, the spirit of the '70's in so far as schools are concerned may be to provide more opportunities for emotional development. Certainly a rising tide of sentiment exemplified by Theodore Roszak's The Counter Culture, Charles Reich's The Greening of America, Charles Silberman's Crisis in the Classroom, and George Leonard's Education and Ecstasy is forming for such a revision of

school priorities.

Several of the centers and voluntary associations seeking to change the orientation of the schools refer to themselves as Human Potential Developers and this name illustrates their common assumptions. Many of the roles adults are expected to internalize in western society, the HPD'ers assert, are bereft of emotional satisfaction. The psychic consequence of forcing people to fill affectively barren roles in alienation and increasing malaise - the realization of T. S. Eliot's imagined "hollow men." Some black studies advocates display an affinity for the HPD position. They claim that although the roles of black men in the United States are to some degree different from the roles of white men, the black roles were created by whites and are as artificial as the most maladaptive white routinized / behaviors.

The human potential developers seek the school's support in three areas: (1) they wish the school to pay more attention to the emotional development of the child; (2) they want the school to be more tolerant of the counter culture concept and of the additional roles it offers; and (3) they want the school to <u>connect</u> the young learner-experiencer to those roles in the broadened spectrum of available roles which will further his self-realization.

Likewise certain of the black studies groups wish to use black history and literature to define a new identity for black people. These groups emphasize the efficacy of selected intellectual documents and memorials in the production of attitudes involving pride,

confidence, and aspiration. In effect such groups hope to connect a new past to a new future.

Connecting therefore becomes the goal of an increasingly vocal complex of community groups. The social studies, in the eyes of these organizations, should aid students in "getting it together" - joining congenial life style to talents and needs. Not all black studies advocates base their arguments for curricular time on the psychological benefits of their preferred subject matter. In some cases the intention is simply to set the record straight; to include in the exegesis of the American past the significant actions and personalities of black people whether those actions and personages were virtuous or heinous, praiseworthy or reprehensible. These black studies groups desire comprehension rather than connection.

Classification of New Social Studies Curricular Materials

Sociological Resources for the Social Studies, the American Sociological Association's vehicle for developing and disseminating high school sociology lessons, has created three sets of materials for social studies departments. The curriculum and format most familiar to teachers will be embodied in "Inquiries in Sociology," the one semester course for high school seniors. The course is composed of four units:

(1) SOCIALIZATION: Becoming an adolescent;

(2) INSTITUTIONS: From Adolescence to the Adult World: How Do Institutions Shape Our Lives?;

(3) SOCIAL STRATIFICATION: From Institutional Structure to Class Structure; and

(4) CHANGE IN THE SOCIAL ORDER: Social Change: Its Nature and Complexity.

The course supposedly requires only 79 days to teach, but actually teachers may not be able to use all four units.

The decision to create a one semester course was probably a wise one considering the status of sociology in United States High schools. Where sociology is taught at the pre-collegiate level it is usually part of a twelfth grade replacement for the Problem of Democracy course. Oftentimes economics is taught one semester and sociology the other.

The sociologists' most unique curricular undertaking is the construction of a series of mini courses or episodes. Each episode lasts for about ten class periods. At least thirty-seven episodes are projected. A number of topics are treated including religion, the youth culture, cities, and the family. Where no sociology course exists the episode designers hope that teachers will use one or more of the appropriate mini course booklets to enrich history, economics, and social problems classes.

The third endeavor of the sociologists is the publication of six paperback resource books in sociology. The creation of the six

books is referred to as "Operation Paperback." The two titles now available are Cities and City Life and Life in Families. Each of the six books will contain paraphrases of "classic" articles in sociology which originally appeared in scholarly journals. About twenty rewritten and updated articles will form the contents of each book. Apparently one of the sociologists' intentions in producing the books is to provide some theoretical underpining for the episode series in case students or teachers choose to pursue further ideas raised in the episodes booklet.

The SRSS publisher is Allyn and Bacon. The episodes reviewed in this paper are the market versions obtained from that house. The prices of the first four episodes ranges from $3.75 to $5.91 per set. Each episode booklet lists at least one sociologist designer and one teacher designer. "Images of People" reports several experiments conducted by sociologists (who are named) which suggest that the mental images people carry with them pre structure their perception of physical phenomena. The twenty-six page booklet goes on to question the ways in which stereotypes are manipulated. No punches are pulled as the authors demand, "What do you think about creating a demand for goods and services that people really don't need?"8 The excellent accompanying instructor's guide (provided gratis with the student booklets) enables the teacher with little background in sociology to

handle the studies and questions well.

Many of "Images of People's characteristics are found in "Testing for Truth: A Study of Hypothesis Evaluation," "The Incidence and Effects of Poverty in the United States," and "Leadership in American Society: A Case Study of Black Leadership." A topic which oftentimes is treated sloppily is subjected to an orderly examination with terms defined, relevant sub topics such as the forms of leadership explored, and generated concepts applied to contemporary society. A heightened consciousness involving inquiry techniques as well as background of the study and alternative hypothesis is omnipresent. Comparison of individuals and cultures is often encouraged (the poor are not always in Asia.) The sociologists who developed key analytic techniques or who synthesized existing sociological knowledge in a fruitful way are named.

Why should kids study sociology? Everett Wilson claims, "Sociology is admirably suited to enlarging one's view of human nature and the social world in which that nature is cultivated...Since the self is preeminently social, it helps the student discover his identity and its social sources."9

In terms of our grid SRSS materials stress choosing rather than caring (although they assume certain humane values) and tend to emphasize comprehension of the world rather than coping or connecting; there is, however, some interest in coping as may be seen in the

attempt to free the student from some of the more blatant forms of mind control. The SRSS materials should be so classified.

Sociological Resources for the Social Studies

	connecting	coping	comprehending
subject-citizen		*	*
participant-citizen			*

The Anthropology Curriculum Study Project represents the attempt of the American Anthropological Association to make anthropology more visible and rigorous in secondary schools. The strategy adopted by the ACSP is similar to that favored by the sociology project. A one semester course which might be used with sophomores has been produced; but for schools which will not teach anthropology as a discrete discipline, a unit to be integrated into history or geography courses has also been created.

The name of the one semester course is "Patterns in Human History" and it draws upon earlier trial course segments such as "Study of Early Man" and "Great Transformation." The unit for use in other than anthropology courses is "History as Culture Change." There are also two paperbacks, The Great Tree and the Longhouse: Culture of the Iroquois by Hazel W. Hertzberg, and Kiowa Years: Study

in Culture Impact and Profile of a People by Alice Marriott. The paperbacks can be used with either the course or "History as a Culture Change."

One of the strengths of both the course and the three week unit is the casting in bold relief of the most fundamental factors in the evolution of society. Whereas world history texts seem to leave students unable to separate formative events and forces from relatively trivial ones, the anthropologists unerringly focus on tool development, the significance of the onset of settled life, the problems involved in contact between dissimilar cultures, and so forth.

"Patterns in Human History" allows the student to imitate archaeologists and anthropologists. Artifact kits, films, and maps further this role playing. Besides taking a reasoned approach to ethnocentrism, the materials suggest the reverence for the unique aspects of any society anthropologists hold, and their dismay at distruction of the integrity of long enduring ways of life.

On the citizenship dimension of our model, the ACSP has to be labeled participant-citizen because it eschews nationalism and rehabilitates former "enemies" such as the American Indian. Its basic goal is increased comprehension,

Anthropology Curriculum Study Project

	connecting	coping	comprehending
subject-citizen		*	*
participant-citizen			*

Geography as a school subject occupies a somewhat different position from that of sociology or anthropology. Geography is taught in elementary and secondary schools but often by instructors who are not geography majors and often to students who are poor readers. The geographers, therefore, sought not only to intervene, but to rehabilitate those geography courses the schools already offered.

Eventually the High School Geography Project, sponsored by the Association of American Geographers and the National Science Foundation produced a two semester course composed of six units. The six units are:

I. Geography of Cities
II. Manufacturing and Agriculture
III. Cultural Geography
IV. Political Geography
V. Habitat and Resources
VI. Japan

The ordering of the units is not random since a number of skills are presented in the early materials which are required in later ones. It is possible to use any of the units in other than a

geography course if some of the activities are skipped. For example, the "Cultural Geography" materials could be used with some of the ACSP's anthropology materials.

The geographer's attempt to illuminate for the learner the theories used in their discipline to impose patterns and regularity on the world. The dynamic for the inquiry exercises is the child's pleasure at acquiring certain types of predictive power. Regional geography is not slighted; the insights mastered from the study of selected phenomena in Europe, North and South America, and Africa are applied in the last unit to an exploration of Japan. Several of the SRSS episodes on modernity could be used with the "Japan" unit.

The geographers hope that children completing "Geography in an Urban Age" will retain more data than youngsters leaving less structured geography courses. They also hope that the learners will have mastered a number of basic skills such as map reading which will serve them in everyday activities. Above all, the course designers want their graduates to acquire a sense of scope and order in the world; they wish students to see themselves as part of an interlocking system and, in some small way, better comprehend that system.

High School Geography Project

	connecting	coping	comprehending
subject-citizen		*	*
participant-citizen	& quit	*	*

By now the listener-reader has realized that two of the distinguishing features of "new social studies" curricula are promotion of questioning attitudes and skills and relatively unmediated exposure to social scientists and their work. Not all contemporary curriculum designers admire "choosing" and "comprehending." In economics, for example, some new materials seem chiefly useful for inculcating consumer skills and appreciation of welfare capitalism, while other products are more concerned with the structure of the discipline.

The Joint Council on Economics Education of the American Economic Association and the National Education Association has exerted itself to improve the training of teachers of economics. It has not offered a model curriculum but has helped disseminate guides, units, and course segments produced by individuals, school district teams, and state economic education councils. The dissemination agent of the Joint Council is the Developmental Economic Education Program (DEEP) which augments the efforts of the forty state affiliates.

A more theoretical approach is taken by Econ 12 (it is assumed high school seniors will be the students) which presents an overview of economics as a research field and a policy science. Macroeconomics, microeconomics, models of historic and proposed economic systems, and comparative studies are included. A comprehensive teacher's guide and programmed lessons provide aid for the part-time economics teacher. "Econ 12" will be distributed by Addison-Wesley.

ECON 12

	connecting	coping	comprehending
subject-citizen			*
participant-citizen		*	*

Many elementary and secondary school economics courses or course sequence are available. "Our Working World" will be discussed shortly. This cursory comparison of DEEP and "Econ 12" materials may help curriculum consumers in examining the wealth of economics curricula now being offered.

Conflict-Management One Year Courses

Latter day school progressives are much less sanguine than their predecessors about the likelihood of community, national, and international cooperation. Now management of conflict instead of conflict resolution or eradication of differences is the goal. One such conflict-management curriculum is Justice in Urban America, a project begun in 1965 by the Chicago Board of Education and the Chicago Bar Association.

The Justice...project has been directed by John R. Lee of Northwestern University and Robert H. Ratcliffe - both social studies educators. Attorneys Basil Condos and Peter Kolker have helped refine the six casebooks which constitute the Justice...curriculum.

Originally, the project was known as Law in American Society and materials were developed for fifth, eighth, ninth, and eleventh grades. When Houghton Mifflin agreed to publish the program it condensed it so that each paperback casebook could be used in grades eight to twelve. The titles of the casebooks are:

Law and the City
Crimes and Justice
Law and the Consumer
Youth and the Law
Poverty and Welfare
Landlord and Tenant

Each casebook presents thirty snopses of court cases. A number of questions follow each case description and the teacher, using these questions, can acquaint the students with the important precedents established by each decision.

In the foreword of an experimental version of the materials the authors state, "The main objective of the Project is to develop in youngsters a respect for law and order, based on an increased general understanding and appreciation of the role of law in American society."[11] The allegiance fostering ambitions of the "Law..." curriculum help determine its general classification.

Justice in Urban America

	connecting	coping	comprehending
Subject-citizen		*	*
Participant= citizen		*	*

The Harvard Social Studies Project, now known as American Educational Publications Public Issues Series, presents to curriculum consumers the most elaborately developed rationale of any of the new materials. First in Teaching Public Issues in the High School, Donald Oliver and James Shaver, (Houghton, Mifflin, 1966), then in

The Analysis of Public Issues: Concepts, Materials, Research, James Shaver and A. Guy Larkins, (Final Report Project No. 6 -2288, United States Office of Education, 1969), and then in Clarifying Public Controversy: An Approach to Teaching Social Studies, Fred M. Newmann and Donald Oliver (Little, Brown & Co., 1970) argued for the efficacy of the study of social controversy as a means of teaching citizenship and historical and social science knowledge.

The Jurisprudential Approach, as Oliver, Shaver, and Newmann call their technique for examining conflict, presents student discussion as the real content of the civics or history course. Student comments are made educative by student recourse to the AEP pamphlets for facts and by teacher recourse to the methods Shaver, Newmann, Larkins, and Oliver suggest for finding the values underlying opinions. "We assume," assert Oliver and Shaver, "that structure can be provided for the social studies by a careful consideration of the role of the citizen in the community, rather than by resorting to arbitrarily selected, and still fragmented, university disciplines."[12]

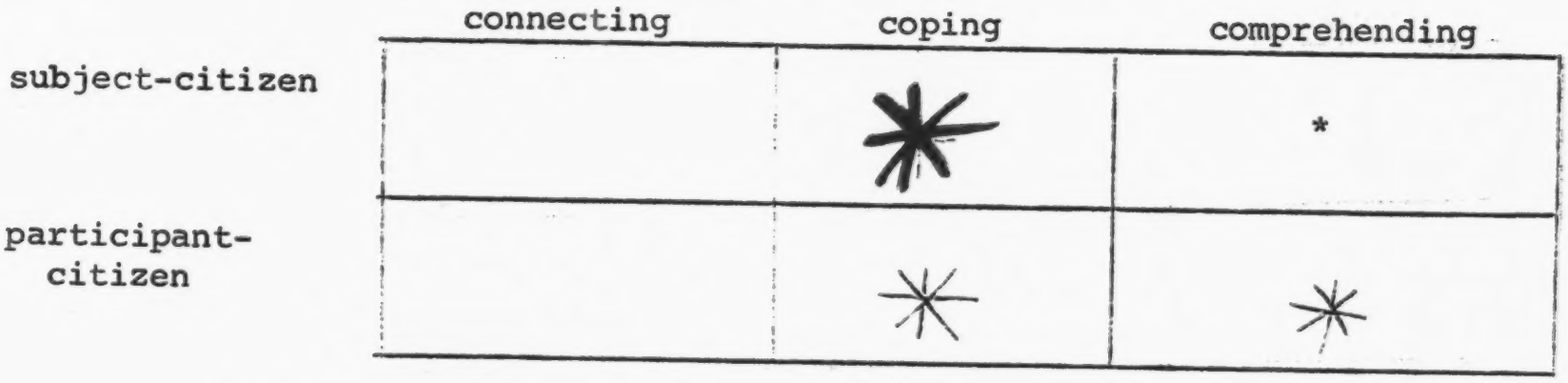
Although the Public Issues Series would appear to be readily classifiable as in the "coping" social studies tradition, some experience with the Jurisprudential Approach makes the case less clear. The course designers never adequately define issue and many of the AEP pamphlets treat questions which were once issues but which now are historical topics, i. e., "The Railroad Era," or "The Rise

of Organized Labor." Newmann and Oliver defend this practice claiming,

> Although cases are grouped under historical labels, they are presented in such a way as to lead to various public issue disputes, not primarily to teach historical facts or arrive at historical explanations and generalizations. The book on railroads, for example, involves such issues as government control versus private enterprise, defining the "public interest;" the ethics of business competition; and the effect of technology on changing social customs and roles. Diverse issues are related by their connection to a common topic - the railroad industry.13

Newmann and Oliver also claim that, "Students learn of public issues from a teacher...not from the practicing politician, judge, lobbyist, dissenter, policeman or taxpayer."14 Thus, students first study a problem in its historical context and then attempt to understand the values behind its contemporary social existence. If students do not experience issues but learn of them from examination of aspects of the past, comprehending becomes nearly as important in the curriculum as coping. I would also appear that Clarifying Public Issues moves the Jurisprudential Approach closer to the subject-citizen dimension on our model than originally seemed the intention of the authors of Teaching Public Issues in the High School. Students are socialized into thinking of certain situations as involving issues. Subtly the focus is shifted from class dialogue on palpably extant conflicts to readings in the historical debris past conflicts have tossed upon the shore. 15

The Jurisprudential Approach - Public Issues Series



Discipline Oriented Multi-Year Sequences

Perhaps the most ambitious of all social studies curriculum development efforts is the emerging sequence of the Education Development Center, Inc. This course series can be summarized as follows:

Grade	Course Title
4th	African Ab[illegible]
5th	Man: A Course of Study
6th	Man in the Man-Made World
7th	Inventing the Western World
8th	From Subject to Citizen
9th	The Civic Culture
10th	The Impart of Science & Technology
11th	One Nation, Indivisible
12th	Exploring Human Behavior

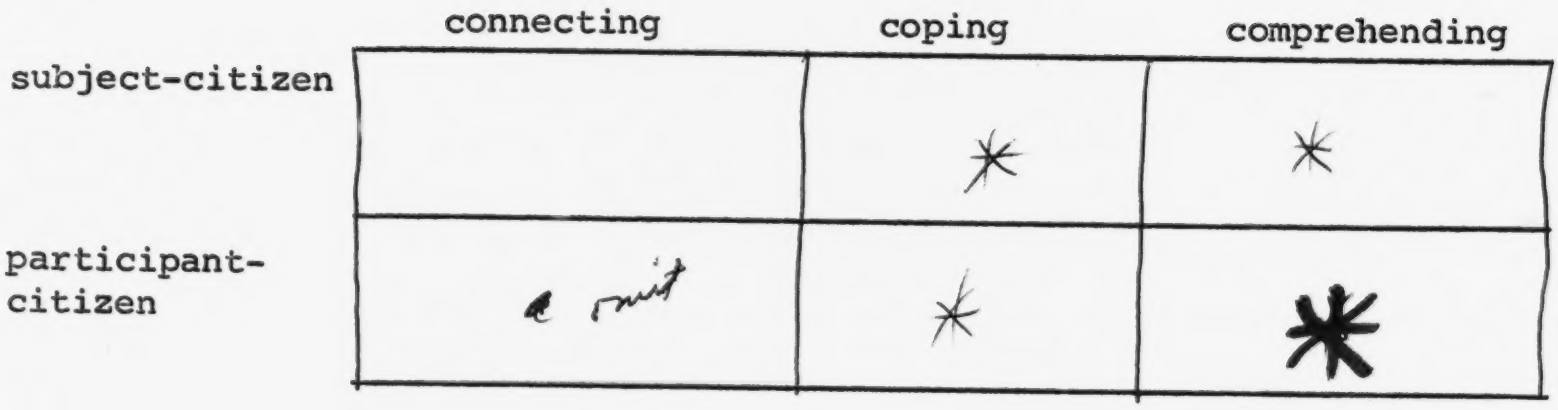
The first three courses owe their greatest debt to anthropology, the second three are partially derived from political science and history, while the last three are more difficult to categorize but do lean upon history and sociology.

The best known EDC course is Man: A Course of Study, which has been widely adopted by public and parochial elementary schools for the fifth grade. "Man..." embodies some of Douglas Oliver's and Jerome Bruner's ideas of structure. The films and written material (EDC is very sophisticated in the use of films, film loops, artifact kits, and simulation exercises) emphasize five themes: (1) tool-making, (2) language, (3) social organization, (4) management of man's prolonged childhood, and (5) man's urge to explain.

Via the films the students have an opportunity to act as anthropologists in the field. EDC has established a series of summer institutes to train teachers who will use the curriculum in its concepts and the behaviors necessary to promote discovery learning.

Man: A Course of Study, is the creation of a team of scholars, writers, teachers, artist-designers, and film-makers. Besides anthropology it draws upon psychology, sociology, and ethnology for its insights. It has, in common with the Anthropology Curriculum Study Project and the Sociological Resources for the Social Studies, the possibility of aiding the young learner in understanding the mingling of unique elements and commonalities which is his human heritage.

Man: A Course of Study



The Holt Social Studies Curriculum, developed by the Carnegie-Mellon University Social Studies Project, parallels the traditional high school social studies sequences, but raises the disciplinary contributors to each course to a higher level of visibility.

The Holt Social Studies Curriculum

First Semester
Grade 8
History of the United States
Grade 9
Comparative Political Systems
Grade 10
The Shaping of Western Society
Grade 11
American History
Grade 12
Introduction to the Behavioral Sciences

Second Semester
Grade 9
Comparative Economic Systems
Grade 10
Tradition & Change in Four Societies
Grade 11
Humanities in Three Cities
Grade 12

In Comparative Political Systems three types of states, primitive tribe, modern democracy, and modern totalitarianism - are described and compared. The primitive system is exemplified by Stoerpenberg Prison Camp and the Cheyenne Indian Nation. The modern democracy is the United States, and the modern totalitarianism is the Soviet Union.

Information on each governmental style is garnered from articles and excerpts from documents. For example, Jerry Voorhis' article on campaigning for Congress, Richard Neuberger's reactions on entering the state legislature, and John F. Kennedy's description of Edmund G. Ross, from Profiles in Courage, are presented. An introduction and some study questions precede each vignette.

The curriculum designers claim that five key analytical concepts are stressed in Comparative Political Systems. The concepts are: (1) leadership, (2) decision-making, (3) institutions, (4) ideology, and (5) citizenship. Several of these rubrics are used in Sociological Resources for the Social Studies.

Comparative Political Systems is intended for use in ninth grade civics classes and probably contains more of the stuff of political science than do most civics texts. On our subject-citizen and participant-citizen axis, however, it belongs, in the opinion of this reviewer, on the subject-citizen level because of the articles chosen to describe that the Soviet Union and the United States, and the use of categories such as primitive and totalitarian.

Comparative Political Systems

	connecting	coping	comprehending
subject-citizen		*	*
participant-citizen			*

Quite possibly the outstanding Holt curricular effort is Humanities in Three Cities. The cities are ancient Athens, Renaissance Florence, and Contemporary New York. The readings are largely from the periods considered and the art photography is excellent.

The course asks students about the good man, the good life, and the good society. The relevance for students seeking new roles or, at least, different conceptions of living is obvious. Humanities in Three Cities may also enable students to better understand the motivation of historic figures by touching the spirit of the times in which such actors lived.

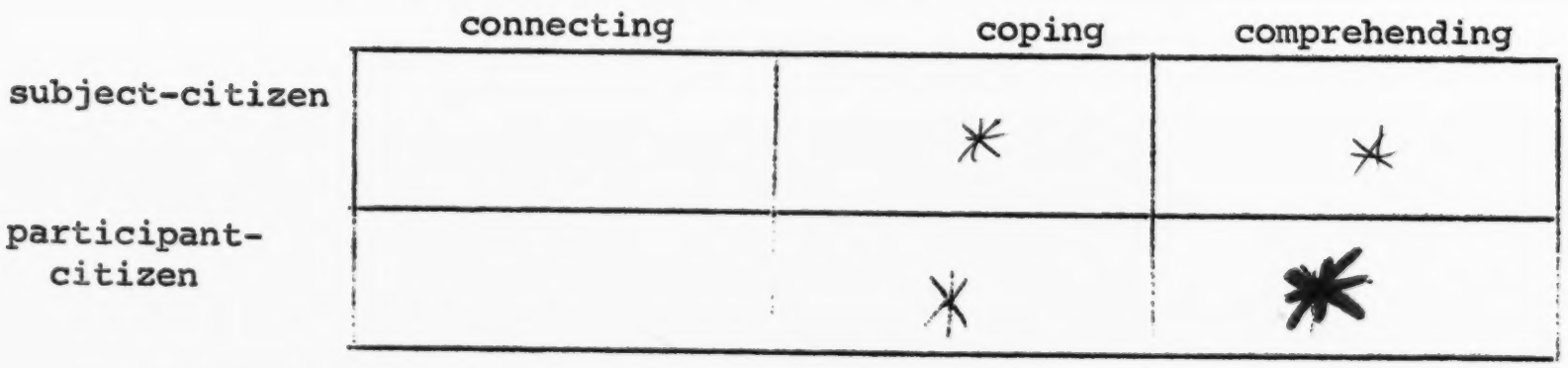
Humanities in Three Cities

	connecting	coping	comprehending
subject citizen			*
participant-citizen	*		*

An elementary school curriculum which is discipline oriented is Our Working World devised by Lawrence Senesh and published by Science Research Associates. The first grade package (workbook, records, etc.) is "Families at Work." For second grade the offering is "Neighbors at Work," and for third grade the course is "Cities at Work." Eventually three more courses for grade-levels four through six will be added. As the sequence is lengthened disciplines besides economics will become increasingly important.

The course creators believe that elementary school children can grasp many of the ideas which were previously reserved for high school students. Theories of social action are presented but are made less formidable through the use of spokesmen such as Marmaduke Mouse.

Our Working World



Expanding World Multi-year Sequences

Scott-Foresman's new elementary school social studies curriculum is titled, Investigating Man's World. Four books for the first four grade levels have been published, and two more for grades five and six are projected. The four books currently available are:

Grade	Title
1	Family Studies
2	Local Studies
3	Metropolitan Studies
4	Regional Studies

The authors are Paul Hanna, Clyde Kohm, John Lee, and Clarence Ver Steeg. Investigating Man's World represents an interesting compromise between Paul Hanna's long accepted expanding world format and the discipline orientation of the new social studies. The topic per grade level of the expanding world design (home=family studies, neighborhood=local studies, community=metropolitan studies, and state=regional studies) is maintained. Within each book an effort is made to treat the grade topic as it might be studied by practitioners of each of the six social sciences including history (psychology is omitted). For example Family Studies is divided into eight parts with several questions treated in the second through eighth segments.

Family Studies

Unit 1 — People
Unit 2 — Families
"What Do People Need?"
"Why Do People Need Families?"
Unit 3 — Homes
"Where Do People Live?"
"Why Do Families Need Homes?"
Unit 4 — Earth
"What is the Earth?"
"Where Do People Live on Earth?"
"Why Do People Make Maps?"
Unit 5 — Wants
"What Do People Want?"
"Can People Have All That They Want?"

Unit 6 — Rules
"What Are Rules?"
"Why Do People Need Rules?"

Unit 7 — Change
"What is Change?"
"How Do Things Change?"

Unit 8 — Foreign Studies-Mexico
"Do People in Mexico Need Families?"
"What Do Mexican Families Need?"

Each unit can be categorized as sociology-anthropology, or economies, or geography and so on. Some effort is made to isolate the vocabulary words unique to each discipline and provide definitions for the students before the unit story is presented.

The fullest expression of the discipline by discipline treatment of one topic occurs in Regional Studies, the book for grade four. Part one of Regional Studies is titled "Study of a State" and contains seven units (one is based on physical geography and another is drawn from human geography). States in the United States are examined in terms of natural resources, landforms, government, etc. States in other countries such as Bahia in Brazil are also described as part of each unit. Instead of presenting the learner with a good deal of information about his own state (which would require fifty different versions of Regional Studies) the authors attempt to use the concept of state to introduce the concept of region.

Part two is titled "Study of Regions" and contains twenty units. Through the lense of history or political science or geography or the other social sciences (again excepting psychology) different tyrees of regions are viewed. Each discipline is therefore used once in part one and several times in part two. Scott Foresman brought together these separate units in six paperbacks labeled "Geography", "Anthropology," "Sociology," "History," "Economics," "Political Science," Each paperback bears the subtitle "Modular Learning Unit," another example of the publisher touching all the bases. Presumably the paperbacks could be used individually with other fourth grade texts.

Although Investigating Man's World proceeds discipline by discipline, it is traditional in that the subjects to which the attention of the students is directed are drawn from the expanding world approach. A comparison of Investigating Man's World and the Senesh curriculum, Man's Working World, makes the difference in orientation more discernible. Economists do not usually study states and therefore when economists write materials for school children they tend to emphasize institutions and practices other than states and state finances. This is not a criticism of Investigating Man's World but an observation on whether we should consider it primarily new or primarily traditional social studies.

Investigating Man's World - Regional Studies

	connecting	coping	comprehending
subject-citizen			
participant-citizen			

Two of the most frequently heard criticisms of the new social studies are that the materials are useful only with able students and that skill development is often neglected. As can be seen from the empty cells thus far in our classification model. A more justified objection is that most of the new courses or course sequences pay little heed to the emotional development of children. As mentioned in the first section of this paper some black studies programs seem concerned with helping black students achieve an enhanced self-image. But even including black studies programs, sequences concerned with the affective domain are rare.

One of the few examples of a connecting curriculum is the Triple "I" series published by the American Book Company. Triple"I" stands for "ideas, images, and I." Six textbooks for grades one through six are included in the sequence. The title of the first grade book is I Aim, Ask, and Act. The teacher's edition of this volume suggests that the series is appropriate in language arts and social studies. The

vocabulary is suitable for children who read below grade level. The guide further states that there are five organizing themes throughout the sequence; (1) self-image, (2) interpersonal relationships, (3) the world of work, (4) inter-social relationships and (5) values.[17]

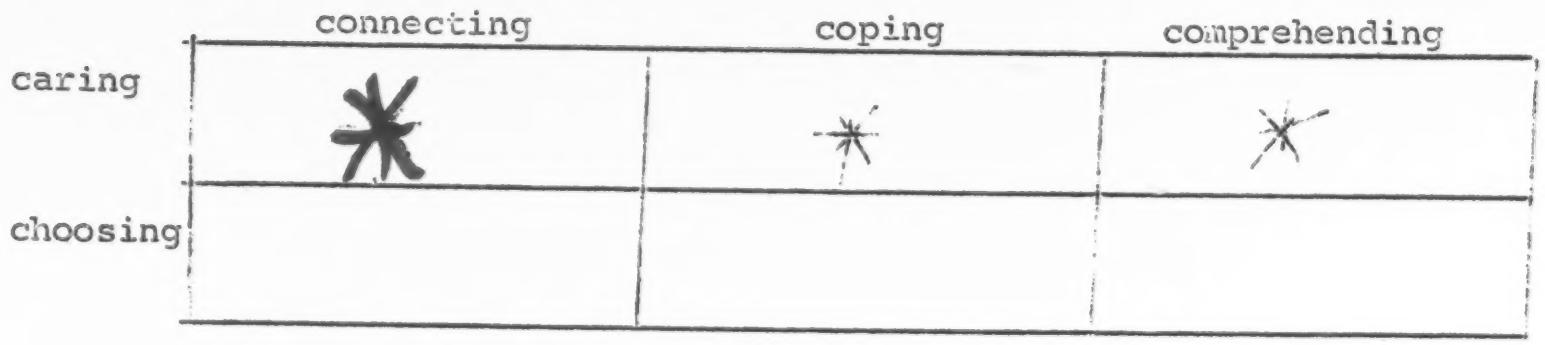
The Triple "I" Series is multi-ethnic, that is it strives to present life situations and pictures of children from identifiable ethnic backgrounds, especially black, Oriental, and Spanish youngsters. It also stresses urban as opposed to suburban environments. One of the first lessons shows a black child looking into a mirror. The teacher is encouraged to ask the students questions about the picture including "Do you think the boy likes what he sees?; and "What do you see when you look in a mirror?" In a subsequent lesson captioned "That's Me!" a black child is depicted drawing on a fence. The next pictures show the boy adding clothes similar to his own to his stick figure and, finally adding dark skin coloring with the explanation, "This is what will make it me!" Of course, the teacher is urged to remind her pupils that they shouldn't write on fences.

The final book in the series is <u>I Find, Follow, and Finish</u>. Stories about famous figures such as Martin Luther King, Jr. and Marian Anderson alternate with stories about youngsters in the city. Temptation such as car theft and drug abuse are portrayed. Students are given phonetic guides to names they might find difficult, including Timoshenko,

Elijah Muhammad, and Alvarez. Throughout the guide, goals of instilling sensitivity and pride are lauded.

A number of curriculum projects purport to deal with emotional development but their materials emphasize understanding feelings rather than nurturing certain values and attitudes. A question which must be confronted by teachers and schoolmen interested in promoting affective education is whether the previously mentioned constraints on the social studies and schools in general - institutional requirements, parental expectations, teacher recruitment patterns, and state regulations - are consonant with more personal school programs. These reservations notwithstanding, the Triple "I" series furnishes us with an example of an extant connecting curriculum.

The Triple "I" series - I Find, Follow, and Finish



It would be unfortunate if members of the social studies family were to embrace one complex of goals, activities and materials and reject the other traditions of the field. It is useful to rationalize individual departments and teacher training organizations and diversity

between departments and teacher trainers will encourage maintenance of greater self-awareness and coherency. Certainly there will be more experimentation, argument and change before any consensus as to the content of the social studies is reached. For example, Allen and Markin quote with approval the suggestion of the Commission on Education for the Teaching Profession that mathematics, science, language, arts, and social studies be replaced by aesthetics, technology, human relations, and communications.[18] Before a new orthodoxy arises, if it ever does, we will have to live with ambiguity, and to use to best advantage our present capabilities and opportunities.

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